



**Marietta City Schools**  
**2024-2025 District Unit Planner**

*10th Literature and Composition*

<b>Unit title</b>	Unit 2: Extending Freedom's Reach	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	9 weeks
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Priority Standards**

ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELAGSE9-10RI8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient' identify false statements and fallacious reasoning.

ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Supporting Standards**

ELAGSE9-10RI9 - Analyze seminal US documents of historical and literary significance

ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

ELAGSE9-10RI2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RI4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

ELAGSE9-10RI10 - By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.

**Concepts/Skills to be Mastered by Students**

**Reading Goals**

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
- Expand knowledge and use of academic and concept vocabulary.

**Writing Goals**

- Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence. .

**Language Goals**

- Correctly integrate quotations and other evidence into written texts and presentations

**Speaking and Listening Goals**

- Collaborate with our team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Key concept	Related concept(s)	Global context
Communication Students will work together to build ideas, develop consensus, and communicate with one another.	Audience Imperatives Students will read and evaluate informative texts, speeches, poems, short stories, and essays to better understand the ways writers express ideas.	Fairness and Development
<b>Statement of inquiry</b>		
Critical readers explore perspective between audience and speaker in relation to rights and responsibility by analyzing the author's purpose in various writing genres.		
<b>Inquiry questions</b>		
<b>Factual—</b>  How is freedom defined?		

What are rhetorical appeals?

What are rhetorical devices?

**Conceptual—**

How are arguments constructed?

What relation does the author's purpose for writing have to the message and audience?

How do rhetorical devices help writers and speakers to communicate their ideas more effectively? What is the difference in the impact of those devices in written text versus auditory text?

How do we synthesize information in an organized fashion?

How does the structure of an informative text influence its effectiveness in conveying complex ideas?

**Debatable-**

What is the relationship between power and freedom?

When, if ever, are limits on freedom necessary?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
<b>MYP Criterion A: Analyzing</b> 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator's choices on an audience.	Summative Assessment Connection to Inquiry Statement: Students will use their knowledge and understanding of rhetorical appeals to identify the author's purpose and perspective in each text.	<b>Formative Assessment(s):</b> Evidence Log Selection Tests (on-level): <ul style="list-style-type: none"><li>● Four Freedoms (speech, FDR)</li><li>● Malala Yousafzai Speech at the United Nations</li></ul>

**MYP Criterion B: Organizing**

1. Students will use organizational structures that serve the context and intention.
2. Students will organize opinions and ideas in a coherent and logical manner.
3. Use referencing and formatting tools to create a presentation style suitable to the context and intention

**MYP Criterion C: Producing Text**

1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
3. Select relevant details and examples to develop ideas.

**MYP Criterion D: Using Language**

1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.
3. Students will use correct grammar, syntax, and punctuation.

- What I Believe (essay)

Selection Tests (Support):

- Four Freedoms (speech, FDR)
- The Censors (Short Story)

Selection Tests (Honors):

- Four Freedoms (speech, FDR)
- Inaugural Address by JFK
- Poetry Set
  - Caged Bird
- Misrule of Law (essay)

Constructed Response that outlines the argument from a text, and evaluates the rhetorical appeals used within the argument.

Extended Constructed Response/Visual Performance Task (Honors): Through your analysis of the rhetorical strategies used in The “Four Freedoms” Speech by Roosevelt and the Inaugural Address by Kennedy, Write an informative essay comparing and contrasting the texts, the authors’ rhetoric used, and their position on what people can do to defend the human rights of others?

**Summative Assessment(s):**

Unit Test - Extending Freedom’s Reach

Informational Essay

Support (ESOL/SG SPED): Referring to at least two works you have studied in this unit, explain how and to what extent are limits to freedom necessary, if ever. Use textual evidence from at least two texts studied to support your explanation.

On-Level: Through your analysis of the rhetorical strategies used in the speeches used as anchor texts, write an informative essay comparing and contrasting how each author presents their ideas using rhetorical appeals and devices.

		<p>Honors: Throughout this unit, you have studied varying perspectives on freedom. Examine these perspectives in an informative essay referring to at least two to three different texts and how the author presents his or her perspective through the use of rhetoric. Consider the following:</p> <ul style="list-style-type: none"> <li>• The ideas presented in each text</li> <li>• The rhetorical appeals used by the author</li> <li>• how the author’s perspective and purpose for writing influences the reader.</li> </ul> <p>MYP Objectives/ Addressed:</p> <p>A: Analyzing</p> <p>B: Organizing</p> <p>GSE Standards Addressed: W2, W4, W5, W9</p> <p>MYP Objectives/ Addressed:</p> <p>B: Organizing</p> <p>C: Producing Text</p> <p>GSE Standards addressed: SL1, SL4, SL5, SL6</p> <p>Using the learning targets and standards within the unit, Grade 10 school based PLCs will determine and develop the appropriate, standards based summative assessments for their students.</p>
<b>Approaches to learning (ATL)</b>		
<b>List Category: Communication</b>		

Cluster: Communication Skills

Skill Indicator: Read critically and for comprehension

Paraphrase accurately and concisely

**Learning Experiences**

Add additional rows as needed.

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>Learning Experience 1</b> <b>DOK 1 &amp; 2:</b> Analyzing an Informational Essay: Unpacking of Standards Analyzing an Exemplar Text	<ul style="list-style-type: none"><li>• Teachers will introduce the W2 Informational/Explanatory standard to students, and facilitate the unpacking of standards by separating content from skills using nouns and verbs.</li><li>• Teachers will define argument, and all other <i>domain specific</i> vocabulary from the W2 standard.</li><li>• Students will read the Launch text (“Born Free: Children and the Struggle for Human Rights”) to identify how the author examines concepts through the selection, organization, and analysis of information.</li><li>• Students will evaluate how the writer provides information about the topic, and explain how ideas are organized, and how details support the main point.</li><li>• Students write an objective summary of the Launch Text</li><li>• Introduce summative writing prompt and evidence log with launch text to begin pulling evidence related to survival and character traits</li></ul>	All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.  <ul style="list-style-type: none"><li>• Graphic Organizers</li><li>• Provide definitions</li><li>• Cooperative Learning</li></ul> <p><u>ELL Language Proficiency Development:</u> WIDA ELD-SI.4-12.Inform Multilingual learners will construct informational text through <b>organization</b> and <b>cohesion</b>. Aligned ELL Instructional approaches:</p> <ul style="list-style-type: none"><li>• Practice writing topic sentences</li><li>• Provide an anchor resource of transitional phrases used in objective summaries</li><li>• Provide a summary writing paragraph frame</li></ul>

<p><b>Learning Experience 2</b>  <b>DOK 1 &amp; 2:</b> Language and Grammar</p>	<ul style="list-style-type: none"> <li>● Teachers will provide students with concept vocabulary from the Unit based on anchor text.</li> <li>● Students will complete the associated tasks from SAVVAS Curriculum for Concept Vocabulary and Word Study for all leveled text(s).</li> <li>● Teachers will assess student mastery through warm-ups and/or closers that use the vocabulary.</li> <li>● <b>ESOL/SPED SG:</b> Teachers will teach Latin root words associated with the anchor text (i.e.-pac-, -vol-, and -bene-); and noun phrases. Students will show mastery using SAVVAS activities to gauge their ability to identify and apply usage of those phrases.</li> <li>● <b>ESOL/SPED SG:</b> Teachers will provide lessons on repetition as a rhetorical device, and students will identify repetition in text to indicate how the author uses this device to create emphasis.</li> <li>● <b>On-Level:</b> Teachers will teach Latin prefixes (i.e.sub-) and Latin root words (i.e.-pac-, -vol-, and -bene-) associated with the anchor text(s); and types of clauses (subordinate, adverbial) and phrases (noun). Students will show mastery using SAVVAS activities to gauge their ability to identify these phrases in practice and during reading and apply usage of those phrases in summative writing.</li> <li>● <b>On-Level:</b> Teachers will facilitate lessons on emotional appeals (charged language and restatement) and rhetorical devices (repetition, parallelism, anaphora, and understatement) to identify how authors use these techniques to ensure their purpose is understood by their audience.</li> <li>● <b>Honors:</b> Teachers will teach Latin prefixes (i.e.sub-) and Latin root words (i.e.-pac-, -vol-, and -bene-) associated with the anchor text(s); and types of clauses (subordinate, adverbial) and phrases (noun). Students will show mastery using SAVVAS activities to gauge their ability to identify these phrases in practice and during reading and apply usage of those phrases in summative writing.</li> <li>● <b>Honors:</b> Teachers will provide lessons on Word Choice (hyperbole, understatement), emotional appeals (charged language and restatement) and rhetorical devices (repetition, parallelism, anaphora, and antithesis). Students will practice adjusting word choice and using rhetorical devices on various SAVVAS assignments and in in-class writing.</li> </ul>	
<p><b>Learning Experience 3</b>  <b>DOK 1 &amp; 2</b>  Poetry (On-Level &amp; Honors)</p>	<ul style="list-style-type: none"> <li>● Mini-Lesson on Multiple Meaning Words, Poetic Devices &amp; Figurative Language <ul style="list-style-type: none"> <li>○ Imagery</li> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Extended Metaphor</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>● Facilitate discussion on how a theme is built in a poem.</li> <li>● Read and identify figurative language and poetic devices in the poetry collection including Caged Bird</li> <li>● (Honors) Students will complete a selection test on poetry, evaluating their understanding of poetic devices and figurative language.</li> </ul>	
<p><b>Learning Experience 4</b> DOK 1 - 3: Identifying and Analyzing Rhetorical Devices and Appeals, and Emotional Appeals Presidential Speeches</p>	<ul style="list-style-type: none"> <li>● Teachers will provide Mini-lesson on Rhetorical Appeals (ethos, logos, pathos) and Rhetorical devices (see learning experience 2)</li> <li>● Read initial anchor text for comprehension (first read). For close read, teachers will facilitate lessons around the following: <ul style="list-style-type: none"> <li>○ Rhetorical Triangle</li> <li>○ Rhetorical Appeals and impact of each</li> <li>○ Emotional Appeals and Rhetorical Devices; intended impact</li> </ul> </li> <li>● Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.</li> <li>● Students will discuss how a seminal document such as Roosevelt’s speech can help us understand events in history in a different way than a narrative or informational text.</li> <li>● Students should identify how the three kinds of rhetorical appeals used by Roosevelt in his speech might have impacted his audience and how the anticipated responses to each would have contributed to the history of the time. <ul style="list-style-type: none"> <li>○ Cite textual evidence: Textbook p. 279</li> <li>○ Examine types of phrases</li> <li>○ Using the textbook page 280, have students complete the concept vocabulary: why these words. As expressed in the speech, what is Roosevelt’s opinion of each concept these words represent? (RI4, RI6, L4)</li> <li>○ OL: Create a thinking map outlining how Roosevelt structures the text, uses rhetorical appeals and techniques to present the message</li> </ul> </li> <li>○ Students will examine author’s rhetorical techniques, rhetorical appeals, and emotional appeals in Kennedy’s Inaugural Address (Honors and Support)</li> <li>○ Students will compare and contrast two speeches (Honors - mini-summative [See Assessments]);</li> <li>○ Support (ESOL) Content Objectives: <ul style="list-style-type: none"> <li>○ SWBAT identify each of the three rhetorical appeals in a text.</li> <li>○ SWBAT determine an author’s point of view/purpose in a text.</li> </ul> </li> </ul>	<p>Reading Strategy: Open and Close</p> <ul style="list-style-type: none"> <li>● Using the textbook page 273, have a group of students analyze paragraphs 1-33 of President Roosevelt’s “Four Freedom” speech while another group analyzes paragraphs 34-66. Instruct each group to discuss the main ideas in its half, then agree on one sentence that sums up its central idea. When groups are finished, invite them to share their central ideas into one sentence that states the speech’s central idea. (RI2)</li> </ul> <p>ESOL Language Objectives (provides access to the content):</p> <ol style="list-style-type: none"> <li>1. Students will orally explain the difference between the three rhetorical appeals using language frame with specific content language (“This is an <b>ethos/logos/pathos</b> appeal because the text <b>relies on the author’s background/gives a fact or statement/connects to emotion</b> through ___ [evidence from text].”) </li> <li>2. Students will:</li> </ol>



	<ul style="list-style-type: none"> <li>○ SWBAT explain how an author uses rhetorical appeals to advance their point of view/purpose to the audience.</li> <li>○ Summative (see details in assessment section): <ul style="list-style-type: none"> <li>○ Students will recognize and define the three rhetorical appeals and common rhetorical devices( simile, metaphor, and repetition);</li> <li>○ Students will identify and analyze rhetorical appeals within a text.</li> <li>○ Students will justify how appeals affect the message of a speech</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. label main ideas in a series of related sentences that discuss point of view/purpose using an author’s purpose word bank.</li> <li>b. Sequence main ideas using linking verbs or phrases in writing (1-3)</li> <li>c. Summarize, in writing and/or diagrams, main ideas of sentences to determine an author’s purpose using anchor charts that give visual indicators of author’s purpose. (4-5)</li> </ul>
<p><b>Learning Experience 5</b>  DOK 1 - 3: Identifying and Analyzing Rhetorical Devices and Appeals, and Emotional Appeals  Malala Yousafzai Speech and Essays</p> <p>Note: May occur in various places throughout unit to provide additional practice.</p>	<ul style="list-style-type: none"> <li>● Read speech for comprehension (first read). For close read, teachers will facilitate small group practice around the following: <ul style="list-style-type: none"> <li>○ Rhetorical Triangle</li> <li>○ Rhetorical Appeals and impact of each</li> <li>○ Emotional Appeals and Rhetorical Devices; intended impact</li> </ul> </li> <li>● Identify the author’s purpose in Speech at the United Nations by Malala Yousafzai</li> <li>● Create a claim statement for SATUN on the author’s main idea and purpose for writing.</li> <li>● Add to evidence log for evidence of rhetorical appeals, using rhetorical devices and emotional appeals to explain impact of each rhetorical appeal.</li> <li>● Read the essay for comprehension (first read). For close read, teachers will facilitate small group practice around the following: <ul style="list-style-type: none"> <li>○ Rhetorical Triangle</li> <li>○ Rhetorical Appeals and impact of each</li> <li>○ Emotional Appeals and Rhetorical Devices; intended impact</li> </ul> </li> <li>● Identify the author’s purpose in Misrule of Law.</li> <li>● Create a claim statement for Misrule of Law on the author’s main idea and purpose for writing.</li> <li>● Add to evidence log for evidence of rhetorical appeals, using rhetorical devices and emotional appeals to explain impact of each rhetorical appeal.</li> <li>● Compare and contrast both claim statements for evidence of argument structure and impact of appeals and/or devices.</li> </ul>	

## Learning Experience 6

DOK 3

Informational Writing with Synthesis

- Facilitate recall of basic essay structure (introduction, body, conclusion) and using transitions.
- During work sessions (potentially during the discussion of texts during the unit, and in alignment with their evidence logs), teachers will cue students for Introduction and Topic Development:
  - What is the main idea of your informative text?
  - How can you introduce your topic effectively?
- Students should be prepared to consider the following (Criterion B):
  - Organizing Information
    - How will you outline your main ideas and supporting details?
    - What transitions can you use to connect different sections of your text?
    - How can you ensure the information flows logically from one point to the next?
  - Conclusion and Tone
    - What concluding statement reinforces your main points?
    - How can you maintain an objective tone throughout your essay?
    - What specific language and vocabulary will you use to clarify complex ideas?
- Teachers will facilitate a mini-lesson on structure, building on students previous experience with writing an informational essay in previous unit.
- Teachers can facilitate recall of effective transitions that are used for different purposes: comparisons, contrasts, order of events, etc.
- Teachers will facilitate mini-lesson on synthesis writing for information.
- Teachers and Students will co-construct a body paragraph that includes a clear topic sentence, supporting details, and appropriate vocabulary that evidence from two texts.
- Students will write an informational essay in which they outline appropriate facts and details in response to the following prompt(s):
  - **Support** (ESOL/SG SPED): Referring to at least two works you have studied in this unit, explain how and to what extent are limits to freedom necessary, if ever. Use textual evidence from at least two texts studied to support your explanation.
  - **On-Level:** Through your analysis of the rhetorical strategies used in the speeches used as anchor texts (The “Four Freedoms” Speech by Roosevelt and the Inaugural Address by Kennedy), write an informative essay comparing and contrasting how each author presents their ideas using rhetorical appeals and devices.

Key Learning Objectives for Support:

- **Remembering:** Identify key components of informative/explanatory texts.
- **Understanding:** Explain the purpose of using transitions and domain-specific vocabulary.
- **Applying:** Organize ideas and information from two resources into a coherent outline.
- **Analyzing:** Differentiate between effective and ineffective strategies for conveying complex ideas.
- **Evaluating:** Assess the clarity and coherence of a draft informative essay.
- **Creating:** Synthesize information from two different resources to write an informative essay.

	<ul style="list-style-type: none"> <li>○ <b>Honors:</b> Throughout this unit, you have studied varying perspectives on freedom. Examine these perspectives in an informative essay referring to at least two to three different texts and how the author presents his or her perspective through the use of rhetoric. Consider the following: <ul style="list-style-type: none"> <li>● The ideas presented in each text</li> <li>● The rhetorical appeals used by the author</li> <li>● how the author’s perspective and purpose for writing influences the reader.</li> </ul> </li> </ul>	
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Content Resources		
On-Level Resources	Honors Resources	Support Class Resources
<p><b><u>Launch Text</u></b> Born Free: Children and the Struggle for Human Rights</p> <p><b><u>Anchor Texts</u></b> “Four Freedoms” by Franklin D. Roosevelt, Speech</p> <p>Speech at the United Nations Malala Yousafzai, Speech</p> <p><b><u>Supplemental Texts</u></b> “Credo: What I Believe” By Neil Gaiman</p> <p>“Some Advice to Those Who Will Serve Time in Prison” by Nazim Hikmet, poem</p>	<p><b><u>Launch Text</u></b> Born Free: Children and the Struggle for Human Rights</p> <p><b><u>Anchor Texts</u></b> “Four Freedoms” by Franklin D. Roosevelt, Speech</p> <p>Inaugural Address of John F. Kennedy</p> <p>Speech at the United Nations Malala Yousafzai, Speech</p> <p><b><u>Supplemental Texts</u></b> “Misrule of Law” by Aung San Suu Kyi, essay</p> <p>“Caged Bird” By Maya Angelou, poem</p>	<p><b><u>Launch Text</u></b> Born Free: Children and the Struggle for Human Rights</p> <p><b><u>Anchor Text(s)</u></b> “Four Freedoms” by Franklin D. Roosevelt, Speech</p> <p><b><u>Supplemental Texts</u></b> The Censors By Luisa Valenzuela, short story</p> <p>Informational Graphic <i>from</i> Freedom of the Press Report 2015, media</p>

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.